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DISRUPTIVE INNOVATION

a process by which a product or service takes root initially in simple applications at the bottom of a market and then relentlessly moves up market, eventually displacing established competitors.

-Clayton Christensen

Examples:

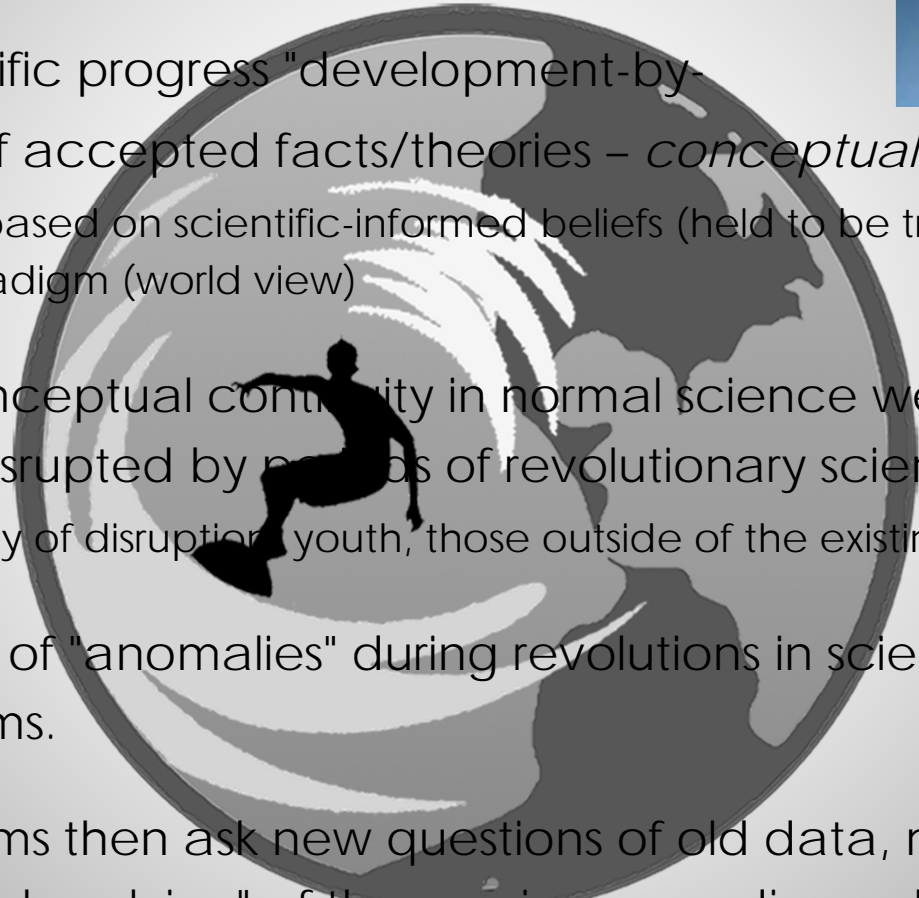
<u>Disruptor</u>	<u>Disruptee</u>
Community college	Four-year colleges
Retail medical clinic	/ Traditional doctor's office
Distance learning	brick and mortar classroom



DI: LIKE SCIENTIFIC REVOLUTION

Thomas Kuhn

- Normal scientific progress "development-by-accumulation" of accepted facts/theories – *conceptual continuity*
 - This period based on scientific-informed beliefs (held to be true) and an existing paradigm (world view)
- Periods of conceptual continuity in normal science were interrupted/disrupted by periods of revolutionary science –
 - the sociology of disruption: youth, those outside of the existing mainstream
- The discovery of "anomalies" during revolutions in science leads to new paradigms.
- New paradigms then ask new questions of old data, move beyond the mere "puzzle-solving" of the previous paradigm, change the rules of the game and the "map" directing new research



DISRUPTIVE LEARNING INNOVATION

- Challenge status quo
- Offer alternative path/method

Traditional Learning

- Classroom
- Omnipotent professor
- Face-to-face (f2f)
- Tightly controlled
- Limited to knowledge-transfer

Distance Learning

- Correspondence Course
- electronic media
- E-learning
- Online
- Massive Open Online Course (MOOC)

◆ Synergy of Language, Region and Culture

◆ (LRC) model departs from existing paradigm, challenges beliefs about learning LRC



DISRUPTIVE TECHNOLOGY



A disruptive technology is one that displaces an established technology and shakes up the industry or a ground-breaking product that creates a completely new industry.

Examples:

<u>Disruptor</u>	<u>Disruptee</u>
Personal computers	Mainframe and mini computers
Cellular phones	Fixed line telephony

DISRUPTIVE LEARNING TECHNOLOGY

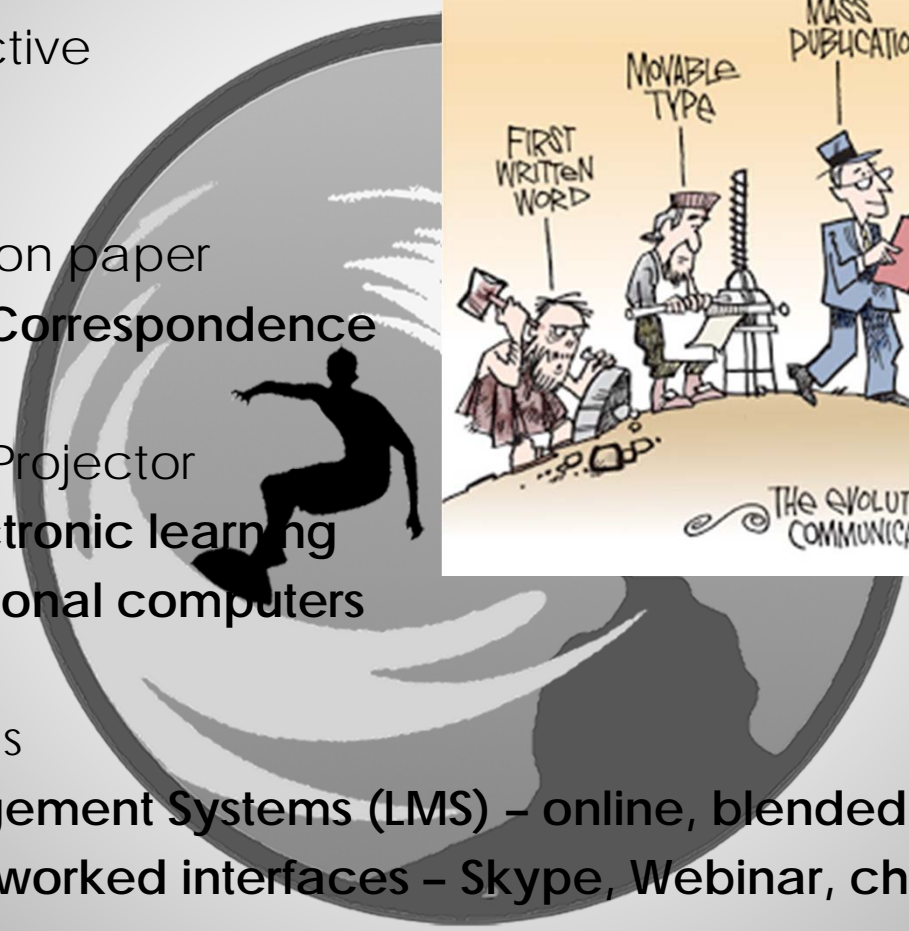
Technology:

- Drives Innovation, provides expediency and offers improvement
- The art of the possible can aid in creating new learning paradigms
- Residential, blended and distance learning



EVOLUTION OF LEARNING TECHNOLOGY

- Socrates and a few students
- Chalkboard/Chalk
- Yardstick/corrective
- Textbook
- Cursive
- Typewriter/carbon paper
- **Postal Service –Correspondence**
- Mimeograph
- Overhead/Film Projector
- **Television – electronic learning**
- **Computers/personal computers**
- E-mail/internet
- Smart classrooms
- **Learning Management Systems (LMS) – online, blended, residential**
- **Web-based/networked interfaces – Skype, Webinar, chat –**
- **Web 2.0**
- **Social media – Web 3.0**



E-learning, Web-based learning

- ***E-learning*** is mostly associated with activities involving computers and interactive networks simultaneously. The computer does not need to be the central element of the activity or provide learning content. However, the computer and the network must hold a significant involvement in the learning activity.
- ***Web-based learning*** is associated with learning materials delivered in a Web browser, including when the materials are packaged on CD-ROM or other media. disk.



LEARNING INNOVATION

Harness the web, not the classroom

- To expand the learning space, no matter how remote
- To expand instruction, promote facilitation
- To broaden learning styles
- To increase access to knowledge
- To promote greater student application through access to greater experience
- To democratize the learning
- To appeal to new and emerging communication styles

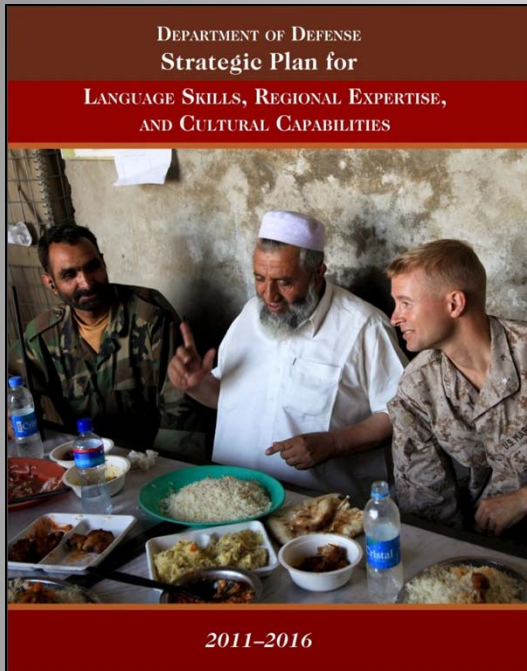




LANGUAGE REGION, & CULTURE (LRC)

LRC - critical enablers in DoD

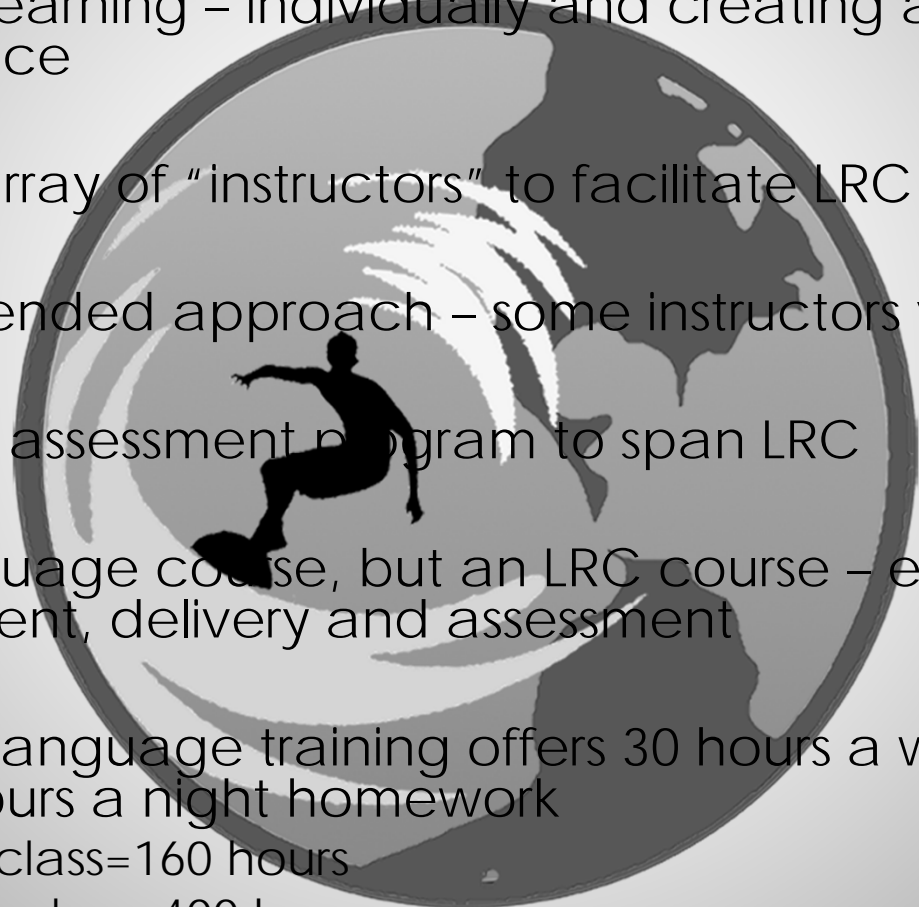
- Language always received lion's share of attention, resources and training time
 - But reached a smaller number of military personnel
- In cross-cultural complexity, language not the only skill or knowledge set useful
 - Region and culture important and cheaper and less costly training-wise to build and provide learning
- Yet different than language, softer skills and proposes skills to build relationships and partnerships
 - antithesis to firing a weapon many think
- DoD mission now and into the future is to primarily do just that and help others build their own security





DISRUPTIVE INNOVATION

- Synergize LRC in one learning event – fold subjects together to enhance learning – individually and creating an LRC competence
- Utilize an array of “instructors” to facilitate LRC learning
- Utilize a blended approach – some instructors virtual
- Create an assessment program to span LRC
- Not a language course, but an LRC course – effect design, development, delivery and assessment
- Extended language training offers 30 hours a week in “class” and 2-3 hours a night homework
 - 4-week class=160 hours
 - 10-week class=400 hours





DISRUPTIVE TECHNOLOGY

Employ a Learning Management System

- Forces learning through a centralized portal
- Allows participation by all students and all faculty
 - Potentially many others with the LMS' ability to incorporate social media and reach out to multiple audiences via the Web
- Provides curricular support: homework repository, video storage, assessment tools
- Asynchronous and synchronous student/student, student/faculty and faculty/faculty





JOINT BASE LEWIS/McCHORD LANGUAGE & CULTURE CENTER (JBLM LCC)

The JBLM Language and Culture Center develops, presents & supports Global/Mission Language and Cultural Capabilities training for Army (Active and Reserve) Soldiers. Our ability to sustain Commander and Soldiers' satisfaction is based on our continuing effort to exceed their expectations through **state of the art teaching methods, integration of technology and flexibility** to meet Commanders' training and readiness requirements.





JBLM LANGUAGE & CULTURE CENTER AT A GLANCE

I CORPS COMMAND LANGUAGE PROGRAM

PROFESSIONAL
LINGUISTS

LANGUAGE
ENABLED
SOLDIERS (LES)

BASIC LANGUAGE
AND/OR
AOR FAMILIARIZATION

Support to PACOM:

- **RAF Proof of Concept**
 - Cultural Orientation & Language Training (COLT) Program for GPF
 - Language Enabled Unit Model
 - PACOM Partner Languages (KP, TA, JN, TH)
 - Curriculum Development
 - Instruction
 - Commanders' menu of options
 - Mission-focus
 - Function-focus
- **Cross-cultural Competency (3C) Training**
- **Distance Learning/LMS Options**

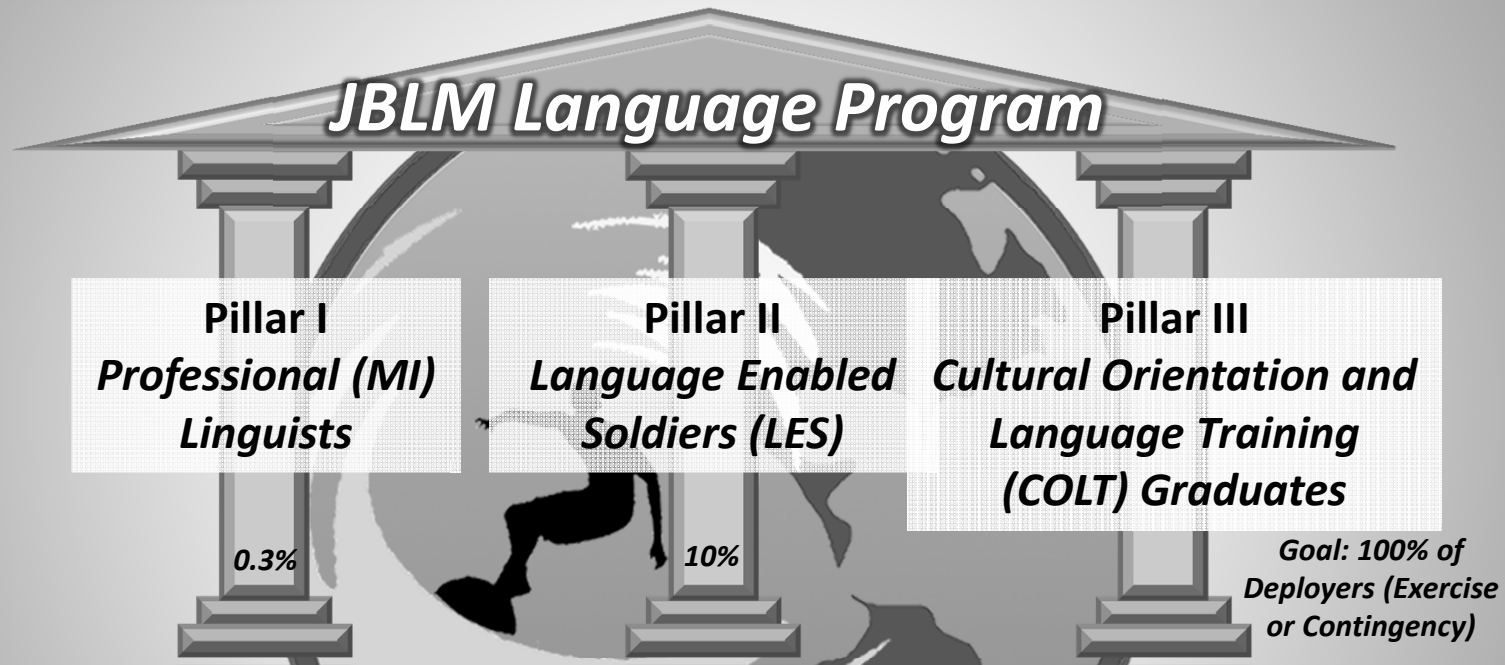
Training Programs & Services:

- FORSCOM Master Language Contract
- Instruction: 25 languages
- Curriculum Development: 26 languages
- MI Refresher/Enhancement
- NGB ISO-immersions
- MIRC Annual Training Events
- Language Enabled Soldier Program
- G.L.O.S.S. Development
- Broadcast Monitoring System
- Cultural AOR Briefs
- How to Use an Interpreter
- Cross-cultural Competence (3C) Training
- Distance Learning/LMS Options





A THREE-PILLARED APPROACH TO LANGUAGE CAPACITY



BLUF: The JBLM Language & Culture Program creates a three-pillared construct, providing: maintenance and enhancement training to the **professional linguist force**; initial language acquisition and refresher training for **LES**; and a **'menu of options'** (COLT) for commanders to train all Soldiers on language and cultural basics prior to deployment.





JBLM LCC SUPPORT FOR THE THREE PILLARS

- Pillar I: Professional MI Linguists
 - TALP Funding
 - Refresher and Enhancement Classes
- Pillar II: Language Enabled Soldiers (LES)
 - 10-Wk POIs: Tagalog, Indonesian, Japanese, Korean
 - 6 Wks +: Focus on Tagalog Heritage Speakers
- Pillar III: Cultural Orientation and Language Training (COLT) – Commanders' Menu of Options





EXAMPLES OF COLT OPTIONS

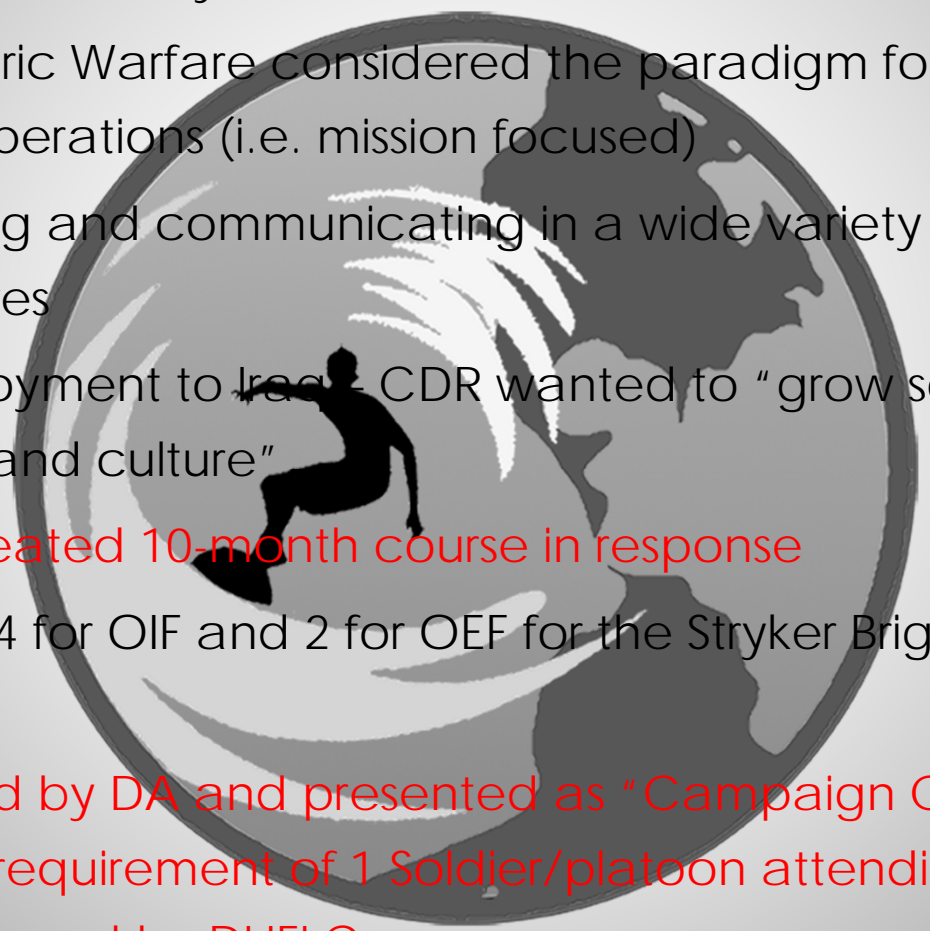
- AOR and Culture Briefs
- Language Familiarization (Various lengths)
- How to Use an Interpreter
- Cross Cultural Competence
 - Culture General/Specific Knowledge
 - Cross Cultural Communication
- Key Leader Engagement Training
- Modular Approach: Marines, Engineers, MPs, Logisticians, etc.
- Self Paced Materials: Headstart; 200 hr. Courses; Language Survival Kits
- Distance Learning/Websites
 - Joint Knowledge Online
 - Joint Language University





INNOVATION #1: LANGUAGE ENABLED SOLDIERS (LES)

- 2006 vision of a 4-2 Stryker CDR
- Cultural Centric Warfare considered the paradigm for fighting insurgency operations (i.e. mission focused)
- Understanding and communicating in a wide variety of significantly diverse cultures
- For 2nd deployment to Iraq - CDR wanted to "grow some capability in language and culture"
- JBLM LCC created 10-month course in response
- 6 iterations – 4 for OIF and 2 for OEF for the Stryker Brigades and one Fires BDE
- Idea adopted by DA and presented as "Campaign Continuity" pre-deployment requirement of 1 Soldier/platoon attending 16-week course developed by DLIFLC





DEPARTING AFPAK MODEL FOR PACOM-FOCUSED LES

Issues w/the Campaign Continuity Model:

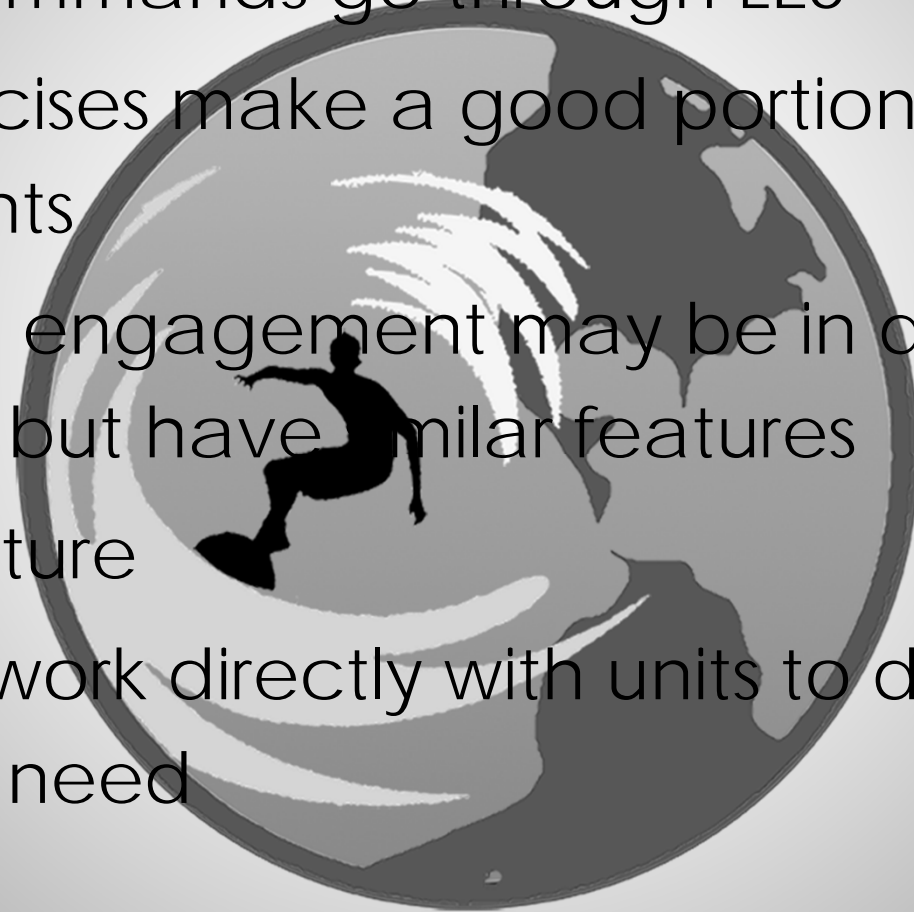
- 0+ too low; 1 was the lowest "useful" level for CDRs
- # of languages for AFPAK very low compared to PACOM
- culture-specific information not aligned w/mission realities
- Developed for an ongoing OCO (with combative focus), as opposed to myriad potential OCOs, the majority of which are likely to be "left of beam"
- Developed using available DLIFLC Basic Course materials, designed for Military Intelligence linguists (Reading/Listening focused)





INNOVATION #2: THE IMPROVED LES

- 10% of Commands go through LES
- Joint exercises make a good portion of the assignments
- Every joint engagement may be in different locations, but have similar features
- Fold in culture
- LCC can work directly with units to define and articulate need



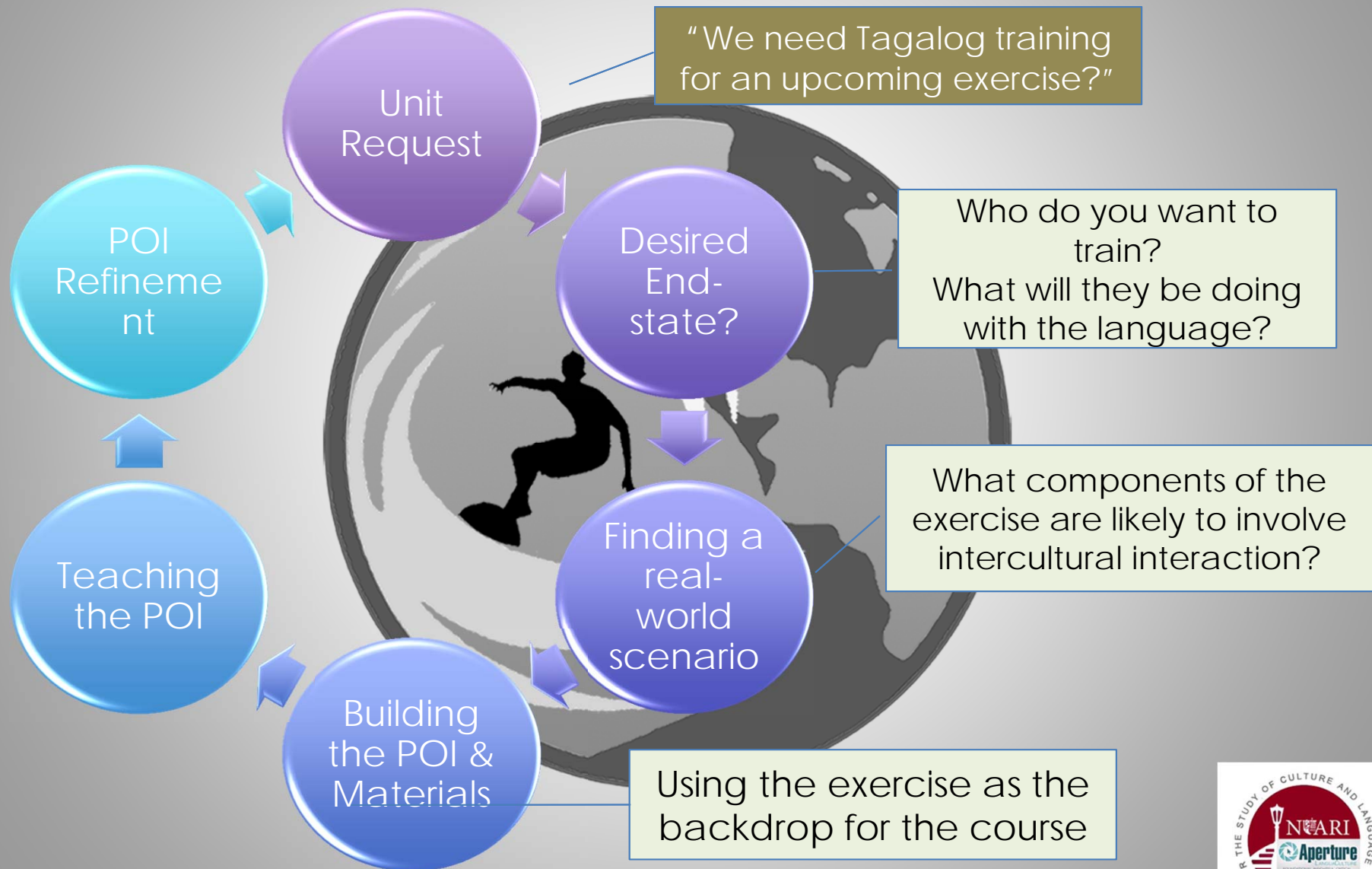


LES STRUCTURE

- 10-week POI
- Intensive Language Familiarization
- Culture (general & specific)
- Cross-cultural Communication (3C)
- Goal is 0+ to 1
- Languages thus far: Japanese, Indonesian, Thai, Tagalog, Korean, Arabic
- Operational Focus and Scenario Driven:
- Rapport Building; Logistics; Security; Medical
- Distance Learning and **LMS**



REFINING REQUESTS





END-GAME:



Multinational Partnership Building



Key Leader Engagements



Mil-to-Mil Training





CROSS CULTURAL COMPETENCE (3C)

“3C is the ability to navigate in complex interpersonal and cross-cultural situations, interpret or express ideas/concepts across worldviews and cultural divides, and make sense of foreign behavior”

Learnable interpersonal skills Soldiers can/should apply to operations including intercultural communication

Baseline SKILL-BASED COMPETENCIES:

- *Cultural Learning*
- *Cultural Self Awareness*
- *Perspective Taking*
- *Sense Making*
- Self-regulation
- Intercultural Interaction
- Cross-cultural communication
- Working with interpreters





“CULTURAL KNOWLEDGE”

Understanding “universal” domains and systems of culture can help Soldiers identify and contextualize what they encounter during deployments and joint exercises, etc.

Culture-General Knowledge
(Ideology, Social Networks, Identity, kinship, tribes, etc.)

Culture-Specific (region) Knowledge
(a.k.a “small ‘c’ culture”)
Operationally relevant
Standardized but tailored

Reduce the distractions or stoppages caused by culture shock/clash, resulting in continued mission focus and collaboration w/ foreign partners





TRANSFERABILITY

We hypothesize that the combination of culture-general, 3C, and CCC with intensive language familiarization within a mission context will result in skills that will be of significant operational use outside the target language and culture.





HOW? (HUMBLE BEGINNINGS)

Collaboration: DLI, CASL, DLNSEO, TCC, and DIA
Pilot I: 12-week AFPAK course for 4-2

- Blended learning: Residential instruction + online LMS (limited scope)
- Three-hour residential introduction on 3C/CG
- Six CG modules on selected domains with embedded knowledge checks, videos, assigned readings and discussion prompts
 - What is culture?, American culture, Social/cultural boundaries, Religion, Family, and Cross-cultural communication

- Primary focus language
- CG/3C components as add-ons
- Mixed results: mostly 0+ on OPI
- pre-deployment scheduling conflicts and additional variables (FET, Working Memory, underdeveloped LMS) difficult to assess utility of CG/3C integration





HOW (STARTING TO ASSESS & REFINE)

Collaboration: DLI, CASL, DLNSEO, and DIA

Pilot II: 8-week Korean Familiarization for relocating unit

- Blended learning: Residential instruction + online LMS (full usage)
- Three-hour residential introduction on 3C/CG
- Six CG modules on selected domains with embedded knowledge checks, videos, assigned readings and discussion prompts
- Weekly capstone two-hour facilitated classroom discussion on modules and exploration of 3C; brief blog assignment following each
- Opportunistic but limited reinforcement of 3C/CG concepts through daily language instruction featuring culture-specific examples

- Pre- and post-course test to measure knowledge gain of 3C/CG
- Primary focus still language; CG/3C components as add-ons
- Mixed results: 90% 0+ on OPI; 25% average CG/3C knowledge gain





How? (STARTING TO PERFECT)

Pilot III, IV and V: 9-10-week 3C & Intensive Language Familiarization

2 sections each: Indonesian and 2 Tagalog classes, Japanese and Arabic

- **Blended learning:** Residential instruction + LMS
 - **Residential** - Two-day residential introduction with classroom activities on 3C/CG during WK1
 - **DL** - At the beginning of the course, seven CG modules on selected domains/systems by close of WK 2
 - embedded knowledge checks, videos, assigned readings and discussion prompts; completed mornings of WK2
 - **Residential/distance** – 1-hr student-led discussion facilitated by Skype/on-site faculty

Culture-General Modules

1. Cross-cultural Competence
2. Worldview & Belief
3. Exploring American Culture/Culture Shock
4. Alliances/Networks
5. Identity/Affiliations
6. Ideology
7. Social Institutions





CULTURE TESTS & ASSESSMENTS

- Pre-course CG/3C knowledge test
- Knowledge Checks in each CG module
- CS & CG questions in each HW assignment and quiz
- Six 3C/CG essays (500 words or more) – three series of 2 essays each, the second essay customized to the initial response
- Post-course CG/3C knowledge test

Language in Action (LIA) scenarios

- 2-3 times throughout course (now a weekly capstone)
- O9L cadre observe and rate interactions (go/no-go checklist)
- Instructor interacts and rates linguistic interaction along both linguistics and cultural lines





CONTINUOUS UPDATE

- Adding **13** 8-10 min video segments on assorted culture and language topics to culture-general modules
- Added (just completed Japanese/Indonesian) 3C “assessment” based on the series of 6 essays
 - Cohort based on perspective-taking and cultural self-awareness – results pending
 - Exploring the potential of being a pilot population for ongoing ARI 3C assessment study
- Knowledge check assessment

Video Topics

- 1.3C*
- 2. Thinking Fast and Slow*
- 3. Sport and culture*
- 4. Religion*
- 5. Gender*
- 6. Law and conflict resolution*
- 7. Globalization*
- 8. Family and alliance*
- 9. The Tale of Rwanda*
- 10. Worldview and beliefs*
- 11. Tribes*
- 12. Cultural Identity*
- 13. Languaculture*





REFLECTIONS AFTER THREE YEARS

- Intertwine 3C and CG throughout language instruction
- Based on modules, utilize culture general to contextualize domains during instruction
- Essays reflect culture-general, culture-specific & cultural self-awareness and perspective taking
- Stretch the curriculum not in length but in utility – find efficiency of “space” to promote more content and better articulation
- Faculty by committee – no singular omnipotence
- LMS usage and technology leveraging
 - Efficiencies to reduce contract instructor hours
 - Improved pedagogy & distance learning options
 - Speaking HW
 - Essays
 - Complete modular curriculum and Knowledge checks





THE JBLM DISRUPTION TEAM



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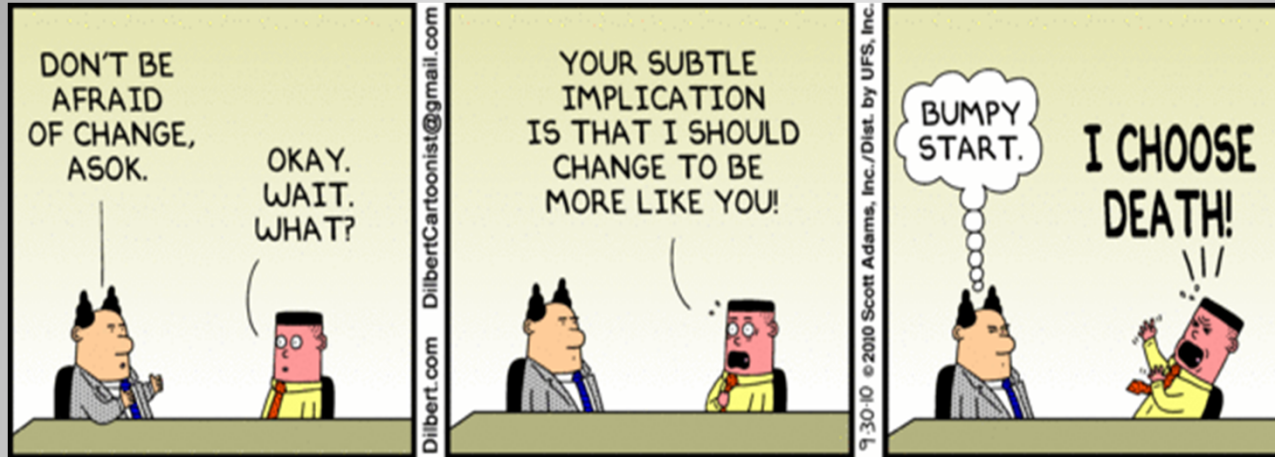
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RESISTANCE IS FUTILE





PUBLICATIONS/PRESENTATIONS

Devisser, P. and Sands, R. Greene. ***"Integrating Culture General and Cross-Cultural Competence & Communication Skills: Possibilities for the Future of Military Language and Culture Programs."*** Journal of Culture, Language and International Security 1(1) (2014): 34-69.

Sands, R. Greene. ***"Finding a Common Thread: Implications for the Future of Culture and Language Programs in Support of International Security."*** Journal of Culture, Language and International Security 1(1) (2014): 3-21.

DeVisser, P. & Sands, R. Greene. ***"Integrating Culture-General, Cross-cultural Competence and Intercultural Communication Instruction,"*** Defense Language Institute Holiday Professional Development Workshop, Defense Language Institute, Monterey, December 22, 2014.

Pawelek Y., Sands, R. Greene, & DeVisser, P. ***Synergizing Language and Culture at Joint Base Lewis/McChord Language and Culture Center: A First Step toward Building an LREC Learning Program,"*** Interagency Language Roundtable Plenary Presentation June 2014, Foreign Service Institute, June 6, 2014.

Sands, R. Greene. ***"Language and Culture in the Department of Defense: Synergizing complimentary instruction and building LREC competency."*** Small Wars Journal, (8 March), 2013,





Q&A / IDEA EXCHANGE





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